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ABSTRACT

These guidelines are designed to help secondary school administrators and teachers set up effective journalism programs and student publication programs. Suggestions are provided for the following areas: objectives of the journalism instructional program; general guidelines; curriculum guidelines; First Amendment considerations; financial considerations; standards for the journalism department staff; policies and practices in the publication of newspapers, yearbooks, school magazines, and other publications; and desirable facilities and materials. A selected bibliography is included. (GW)

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Guidelines for Journalism Instructional Programs and Effective Student Publications

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Foreword

The Educational Resources Information Center (ERIC) is a national information system developed by the U.S. Office of Education and now sponsored by the National Institute of Education (NIE). It provides ready access to descriptions of exemplary programs, research and development efforts, and related information useful in developing more effective educational programs.

Through its network of specialized centers or clearinghouses, each of which is responsible for a particular educational area, ERIC acquires, evaluates, abstracts, and indexes current significant information and lists this information in its reference publications.

ERIC/RCS, the ERIC Clearinghouse on Reading and Communication Skills, collects, analyzes, evaluates, and disseminates educational information related to research, instruction, and personnel preparation at all levels and in all institutions. The scope of interest of the Clearinghouse includes relevant research reports, literature reviews, curriculum guides and descriptions, conference papers, project or program reviews, and other print materials related to all aspects of reading, English, educational journalism, and speech communication.

The ERIC system has already made available—through the ERIC Document Reproduction Service—much informative data. However, if the findings of specific educational research are to be intelligible to teachers and applicable to teaching, considerable bodies of data must be reevaluated, focused, translated, and molded into an essentially different context. Rather than resting at the point of making research reports readily

accessible, NIE has directed the separate clearinghouses to work with professional organizations in developing information analysis papers in specific areas within the scope of the clearinghouses.

ERIC/RCS is pleased to cooperate with the Association for Education in Journalism in making the *Guidelines for Journalism Instructional Programs and Effective Student Publications* available to journalism educators.

Bernard O'Donnell
Director, ERIC/RCS

Introduction

Recent decades have seen the evolution of a new and increasingly complex system of secondary schooling in the United States. Secondary schools have become larger, with an average enrollment of about 1000 students. Organizational patterns vary from the middle school and junior high school, to the traditional senior high school, to the housing of grades 11 and 12 within a community college. All encompass aspects of the secondary school.

A pressing concern of school administrators and teachers is their changing financial situation. School financing has moved steadily away from property tax support toward statewide and national funding. Many schools have used consolidations and other economy measures in attempts to overcome financial problems.

The sociology of the secondary school has undergone continuing change. Schools are now well along the way toward racial integration. Ten to twenty percent of the students in senior high schools are now adult voters. Courts and legislative actions have extended the application of constitutionally guaranteed rights of individual students into the secondary school. Students are more involved than ever before with the affairs of their school, community, and nation.

The length of time students are in school and the courses they take have frequently altered as a result of these economical and sociological developments. In many schools, flexible or modular schedules have been adopted, and many students spend a number of hours each week away from the school engaging in supervised learning. The curriculum is more

diversified—new courses, alternate course selections, and new curriculum patterns and programs are being developed in response to the needs and interests of young people.

Students are becoming involved in school and community concerns through participation in student publications. These include not just newspapers and yearbooks, but magazines (news, photo, literary), student manuals, guidebooks, newsletters, and printed programs as well. The degree of involvement in such publications can vary—some are entirely utilitarian in nature while others encourage creative imagination. All provide significant opportunities for learning and communication and for "laboratory" experiences for student staff members.

Because the schools are in a continuing state of flux, educators must engage in frequent evaluation of goals, policies, and instructional programs. This booklet is designed to help administrators and teachers set up an effective journalism instructional program and student publications program. A school finding itself in a position to evaluate its student publications or journalism courses would use the guidelines to help improve the program. A school which did not have a program would find useful suggestions for setting one up.

The guidelines outline the roles of various school personnel who work with student publications and journalism instruction. The programs are extensive and idealistic. Many schools could not follow all the recommendations for a number of reasons.

The policies and practices of these guidelines can be adapted, by reductions, additions, or amendments, to suit the needs of each journalism program. An appropriate time to consider these guidelines would be on the occasion of employing or appointing a new journalism instructor or adviser for the school newspaper, yearbook, magazine, or other publications.

The guidelines are an outgrowth of several discussions held at a number of meetings of the Secondary Education Division of the Association for Education in Journalism. They are a "middle-of-the-road" approach since they represent the collective thinking of more than 200 persons.

In 1970, Louis E. Ingelhart, director of the Center for Journalism at Ball State University in Muncie, Indiana, was asked to prepare an initial set of guidelines; Nancy Green, then journalism teacher and student publications adviser at Elmhurst High School in Fort Wayne, Indiana, compiled the first listing. Green and Ingelhart submitted the guidelines to several high school journalism teachers and made revisions based on their suggestions.

In 1975, Ruth Dowling, associate professor of English and journalism at Southwest Missouri State University at Springfield, revised and edited the listing at the request of the Secondary Division. The Secondary Division has endorsed this present version.

The Journalism Instructional Program

Objectives of the Program

Well planned and effectively taught journalism programs serve these purposes:

1. To introduce the scope and function of mass communications media so students can become effective users of the media.
2. To place in perspective the role of journalistic media in a democratic society.
3. To motivate students to achieve effective communications.
4. To encourage responsible, independent thought, based on research and the journalistic principles of fact, truth, objectivity, social responsibility, good taste, and fairness.
5. To foster quality student publications.
6. To alert students to evaluate journalism as a future profession.

Specific aims enable the students to gain these understandings:

1. The publication as a social force or entity.
2. The First Amendment and its practical applications.

3. The nature of news and news judgment. Development of a sense of news values based on timeliness and significance.

4. Gathering and organizing the facts. Evaluating information to distinguish between facts and opinions. Coverage of news and subjects of interest to students. Development of the reporting skills of research and interviewing. Use of headlines, pictures, and captions to reflect story content accurately. Elimination of propaganda, gossip, poor taste, or personal anger.

5. Writing with clarity, fairness, and attribution.

6. Use of and adherence to journalistic style and the principles of good writing. Developing editing skills.

7. Creativity in design. Development of modern print production techniques.

8. The publication as an economic entity.

9. Cooperative productiveness.

10. Planning work flow and schedules to publish on time.

General Guidelines

School administrators and policy makers are in a position to assist in the establishment and maintenance of strong journalism programs and student publications.

1. Journalism should be recognized as an academic area and be administered as one. Although journalism is related to other academic areas, it should function as an independent department if possible.

2. Journalism courses and the student publications together constitute an important part of the school's total educational process and should be given adequate staff, time, policy, and financial support to insure the freedom to learn by doing and the opportunity to develop clear, direct, timely, and factual communication.

3. Encourage the establishment of a weekly student newspaper. Consider also the establishment of daily news broadcasts over school radio stations or perhaps intercom address systems. Closed circuit television could also be used. Encourage the creation of a school yearbook and, if possible, the production of one or several school magazines.

4. The student publications should be considered a necessary and integral part of the journalism instructional program in all aspects including photography, advertising, business management, circulation, and

production as well as the writing and editing activities.

5. Accord student publications status similar to other major programs since students and adviser spend many hours during the school day, in the late afternoon and in evenings at their endeavors.

6. Accept as school policy the written policy statements developed by the student staff and the faculty adviser of each publication with improvements based upon suggestions made by the principal or superintendent. These policies should be made available for the use of all persons involved with each publication.

7. Be available to student staff members for discussions of school events or problems. Make complete information for articles or editorials available to the student publications.

8. Give praise and encouragement when student staff members deserve commendations for their achievements. On the other hand, do not hesitate to discuss their mistakes or failures with them, but make criticisms be as constructive as possible.

9. Encourage high quality and standards in all publications, but realize that a completely error-free publication, even with the help of a good adviser, is virtually impossible.

10. Realize that effective student publications benefit the student staff participants, the student readers, and the entire school.

Curriculum

These guidelines are not meant to specify the exact forms high school journalism classes should take, since each school follows its particular system of stating objectives and presenting syllabi and other materials. The guidelines do, however, discuss some of the general views held by journalism teachers.

1. Effectiveness of journalism study units depends upon the best methods of current education practice.

2. Journalism courses should not be confined only to the study of newspaper activities. Emphasis on print and electronic journalistic media is part of everyone's daily routine and should be given adequate provisions to enable students to discover how such media affect society. Journalism courses lend themselves especially well to programmed instruction, utilizing the use of many new teaching machines and devices, particularly electronic ones that have become available in many high schools. If available, teachers should also make use of electronic facilities such as radio, closed circuit television, portable television cameras, motion pictures, and public address systems.

3. The journalism teacher should prepare a statement of purposes of the journalism program to be adapted and adopted as official policy and practice by the school and the school board.

4. Each journalism course should follow a careful and thorough course outline, which should be updated each year.

5. Journalism courses should offer full academic credit and status equal to that of other courses in the language arts area.

6. Laboratory experiences, practicums, extracurricular periods, field trips, and attendance at conferences

should be accommodated in the journalism program during the school day, evening, and weekend.

7. Journalism area courses in the high school should follow four principal tracks. The first concerns the study of mass communications media from a consumer's standpoint; the second concerns journalism performance in print or electronic media; the third concerns nonverbal communication matters such as photojournalism and graphics; and the fourth concerns communication concepts and processes. Journalism courses most suitable for the high school curriculum include the following:

    a. "Mass Communications Media" should be a one-semester course available as an elective to all students in the high school. Its contents should be designed to introduce students to the scope and nature of print and electronic media, with emphasis on their function in free society so that students can evaluate the performance of the media.

    b. "Beginning Journalism" should be a full-year course open to any student in the high school whose enrollment is approved by the journalism teacher. The course would be organized so that most of the student's time is spent in regular classroom instruction and only a portion is devoted to actual production work for student publications.

    c. "Advanced Journalism" should be a full-year course open to students with advanced standing who have taken the beginning journalism course or who have had a reasonable amount of experience as a staff

member of student or professional publications. At least half of the course time should be devoted to formal instruction. The students could be assigned to newspapers, yearbooks, magazines, or school news bureau duties as their publications production experience during class sessions.

d. "Publications Photography" should be a one-semester course designed to introduce students in using the camera and the darkroom. It is important to realize that this is not an art class in photography—an altogether different field. Since all publications are more picture-oriented now, publications photography is essential to today's journalists.

e. In the course "Publications," students earn credit primarily for serving on the staffs of student publications under the supervision of a qualified journalism teacher.

8. The actual approach to course work should hinge upon the nature of scheduling which each high school follows. A modular plan or short term units might utilize journalism courses differently, with different titles, or designations. It is doubtful whether any high school should provide more than four full-year courses in journalism to its students. Apparently the most difficult problem is that schools do not provide enough courses. Teachers cannot accomplish as much in one class as they can in two, three, or four classes.

9. In 1970 the American Newspaper Publishers Association and 364 daily newspapers helped many elementary and secondary schools across the country in setting up and maintaining "The Newspaper in the Classroom" program. In this program, teachers of

various subjects find ways to use newspapers in their classrooms as a research tool or as a source of information on a variety of subjects. This program should be incorporated into the curriculum to get the rest of the school peripherally involved.

First Amendment Considerations

1. Encourage the development and publication of comprehensive, free, and responsible student newspapers, magazines, yearbooks, and other student publications.

2. Acknowledge that irresponsible, libelous, or poor taste publications result where advisers are unqualified, where administrative understanding is too limited or too restrictive, where administrative and teacher support is too restrained, where financing is inadequate, where facilities are poor, or where insufficient student class or extraclass time is allocated for publications production or is allocated for teacher preparation opportunities.

3. Set a positive tone toward student publications to encourage staff members to do their best and not fear reprisals. Teachers should reflect a generally positive attitude and should not be overly critical of student publications in classes. However, criticism of specific errors or flaws should be welcomed by the student staff.

4. Allow students to publish viewpoints and editorials, even those critical of the school and its programs. Evaluate such criticism and use its constructive elements to help improve the school, and to discuss situations with students and faculty.

5. Rely upon the students who should have been given facts and principles by their adviser and journalism studies to determine the content of the publication. The adviser should be tactful and resist the temptation of being "editor."

6. The adviser has often been considered to be functioning as "publisher" of the paper, representing the "owners" (the school). This relationship, technical in nature, does not parallel similar arrangements in the commercial press, particularly in public schools. School board members, superintendents, principals, teachers, and so on, should not place unreasonable and arbitrary restrictions on the freedom of the press rights of high school students, even though the school may "own" the paper.

7. School officials, teachers, and advisers should not be entitled to serve as censors. Indeed it appears that the common practice of approval of contents before publication has been considered in at least one case as prior restraint.

8. Since such practices are questionable and since restrictive regulations are difficult to impose, it appears that a different approach to the student newspaper would be advisable. As a matter of ethics, private schools are bound by the same general principles as are public schools.

9. Understand the student publications program fully so that it can be explained accurately to its critics—in school and out—as part of the public relations interpretation responsibilities of administrators.

10. Understand that underground publications appear and flourish whenever there is censorship by arbitrary administrative agencies or in schools with poor, unrepresentative school publications.

Financial Considerations

1. Adhere to the general principle that the goal of the journalism instructional program is to equip the students to do all of the work, both editorial and business, of the student publication.

2. Arrange for an adequate and stable financial base for each publication, using instructional funds as well as advertising, student fees or subscriptions, or other income, since as many students as possible in the school should receive copies of publications, and since publications provide many learning experiences.

3. Ideally, about one-third of the production cost of the newspaper should be borne by instructional funds, one-third by advertising, and one-third by student subscriptions (preferably provided by a voluntary student activities fee).

4. It is essential that the school yearbook be financially stable. Several sources of income will probably be needed.

    a. Copy sales to students (perhaps provided through a voluntary student activity fee).

    b. Instructional funds should also be used to pay part of the production costs since the yearbook is part of the instructional program.

    c. Other typical sources of income include advertising, space charges paid by student organizations, and compensation provided by commercial photographers to the yearbook for the staff's clerical and handling services of class pictures. This compensation can be in the form of money, photo-

graphic materials and services, a summer workshop, a scholarship, and so on.

5. Yearbook staff members and advisers are advised not to accept proffers of money or other items from yearbook printing firms, photographers, or other suppliers for personal or publication use. This prohibition includes meals, cokes, coffee, or any gratuity.

6. Approve special income sources for specific publications on the basis of written contracts available to auditors and others. The yearbook may have photographic sales income. If publications occasionally produce special "public relations" editions, administrative funds should also underwrite that expense.

7. Encourage business-like procedures, and assist the adviser and students to set up and maintain records, billings, collections, budgeting, and all business operations. Students would thus be able to learn the business aspect of journalism as well as the editorial side by utilizing school accounting procedures and records. Advisers should have readily available copies of all records and financial information.

8. Insist that all agreements for supplies and services, especially printing and photographic, be based on legally valid bids or price quotations and that all contracts be based upon recommendations of the adviser and the student staff.

The Journalism Department Staff

Journalism teachers and publications advisers perform many specialized duties which require thorough knowledge of both technical and instructional aspects of the field. A teacher who does not have an adequate background will find such an assignment very difficult, perhaps impossible.

1. General standards for teaching and advising should include:

    a. Understanding the nature and function of contemporary journalism.

    b. Understanding the nature and function of scholastic journalism.

    c. Acquaintance with the principles and ethics of professional journalism as outlined in "The Journalist's Creed" of Walter Williams, "The Canons of Journalism" adopted by the American Society of Newspaper Editors, and the "Criteria for a Good Newspaper" prepared by the Associated Press Managing Editors Association.

    d. Acceptance of the responsibility to uphold these principles to student staff members, other students, and the school.

    e. Recognition that advising student publications requires large amounts of time outside the regular school day.

2. Any instructor employed to teach journalism or advise student publications should be prepared for such an assignment. Academic background in the field of journalism should be as strong as the background required of any other teacher in any other discipline This would include:

    a. An official journalism teaching certificate or license issued according to the state's teacher certification regulations.

    b. Either a journalism major or minor at the bachelor's level with a selection of courses in mass communications media, news-writing and reporting, supervision of publications and methods of journalism instruction, editing, and photojournalism. Courses in advertising, public relations, and radio-television-motion pictures as well as in advanced journalism courses would be helpful.

3. In addition to adequate academic background, the journalism teacher would find the following experiences to be helpful preparation. A teacher-candidate should submit examples from such experiences to the prospective employer, with letters of recommendation and credentials.

    a. Service as a student staff member for the high school yearbook, newspaper, or magazine.

    b. Service as a student staff member for a college yearbook, newspaper, or magazine.

    c. Employment as a staff member of a professional newspaper or other medium.

d. Student teaching and publications advising while completing undergraduate professional education requirements.

e. Teaching experience in journalism or publications advising at the high school level.

f. Service with a professional photographer, shooting and processing pictures.

g. Work with a company or agency in advertising sales, design, or copy writing.

h. Freelance writing or working for a commercial magazine.

i. News broadcasting experience with a college, public, or commercial radio or television station.

4. The school should employ teachers fully qualified in journalism as advisers for publications and as teachers of journalism classes, and should provide teacher aides, facilities, and financial resources. Teachers not having journalism certification should be expected to earn it. Schools in states where there are no certification requirements, or where requirements do not specify journalism courses and/or experience, should seek teachers with the equivalent of a minor in journalism and sufficient background in education to conduct a solid curricular offering in journalism.

5. A journalism teacher or publications adviser who has not completed adequate undergraduate study, should be encouraged to do so by attending evening or summer classes. Even if a teacher has met the criteria outlined above, however, he or she should continue professional growth in these ways:

a. Earn a master's degree with a major or minor in journalism.

b. Join state and national scholastic press associations for advisers and journalism teachers.

c. Participate in seminars, conferences, workshops, and institutes concerning school publications and journalism.

d. Conduct research studies involving school publications and journalism and make reports available for publication.

e. Seek summer employment within professional journalism.

6. The salary of the journalism teacher should be based on the same scale as other teachers in the school. The assignment, however, should be based on a 10-month duty plan so that arrangements can be made for beginning-of-school publications and completion of financial and other matters after the end of the school year. Work as a publications adviser requires considerable extra duty time. If the journalism teacher or adviser is to be paid extra compensation for this extra duty, a detailed description of the necessary extra time and work to be done out of class should be submitted for the evaluation of the administrator.

7. In addition to considering years of teaching experience for pay scale advancement, the school also might accept years of professional journalism experience for such placement.

8. For a course in journalism to provide academic credit, it is essential that only fully licensed journalism teachers or teachers working toward certification be assigned such teaching duties.

9. The teaching load of the journalism teacher should be

confined to teaching journalism classes, advising student publications, and in some cases doing public relations for the school.

10. Journalism classes should have about 25 students —certainly no more than 30 to 35.

11. Although enrollment in a journalism class may involve student publications work for that student, students not in journalism classes should be able to earn staff positions.

12. In large school systems, a qualified supervisor of journalism should coordinate the journalism curriculum for all the junior and senior high schools in the system, utilizing appropriate curriculum committes and regular meetings of advisers and teachers.

13. The journalism department should supervise most student publications and offer technical help to those related to other school departments.

14. In large schools with adequate programs, two or three full-time journalism teachers and publications advisers may be needed.

15. Journalism teachers may need teacher aides to perform clerical duties, handle correspondence, maintain records, and assist in the use of technical equipment housed in the journalism area.

16. Allow adequate duty time during the school day for instructional duties and for publications production.

17. Provide extra compensation to advisers for the hours required beyond the normal school day comparable to such compensation for others who have after-hour duties in the school system.

18. Provide modern facilities recommended by the adviser in so far as possible.

19. Give administrative endorsement and support to advisers and students, especially in creative, original endeavors. The school administrators should work through the adviser in all matters of policy.

Publications Policies and Practices

General

1. Each year the student staff and the adviser should prepare a statement of policies and practices, including objectives, purposes, and editorial concepts, for guidelines to the staff. The school principal, superintendent, and school board should examine these policies, suggest improvements, and accept them as official school policy.

2. In all cases, school publications need adequate financing, a well-qualified adviser who enjoys such an assignment, and freedom of content selection by the student staff.

3. Since student publications are important to the students of the school, all or as many students as possible should receive copies of each publication.

4. Some schools have found it helpful to establish publications boards composed of students, faculty, and administrators to help operate the student publications program, review and formulate its policies, select principal staff members, look for solutions for problems, supervise financial matters, and provide a wealth of ideas for good publications. The head of this board should be a journalism teacher, publications adviser, or person elected by the board.

5. Although students may accomplish considerable production of publications within journalism classes, much work will need to be done at other times during the day, afternoon, and evening. Provision should be made to provide access to the publications area as it is needed.

Newspapers

1. To learn and to produce a fine newspaper, student staff members should discuss student work as production proceeds. Critique sessions should follow publication.

2. The student staff should be directed by an editor in chief chosen jointly by the adviser and other staff members for his or her superior abilities.

3. Other staff members should be assigned to duties by the editor in chief and the adviser on the basis of their interests and abilities. These abilities can be improved in the following ways:

    a. Service on the staff.

    b. Attendance at learning seminars for the staff.

    c. Enrollment in high school journalism classes.

    d. Attendance at press conferences.

    e. Attendance in summer workshops sponsored by universities or press associations.

4. The adviser and the student staff should utilize the services of state, regional, and national press associations and organizations to encourage improvements of the school newspapers.

Yearbooks

1. Student staffs and advisers should examine outstanding high school and college yearbooks to discover the unlimited ideas and creative potential of such a publication.

2. Attendance at national, state, and regional yearbook conferences for idea exchanges and evaluation of new techniques is essential for the development of better yearbooks.

3. Perhaps the best opportunity to learn about yearbook editing, creativity, photography, design, production, and financing, can be found in summer yearbook workshops sponsored by universities and press associations. As many members of each yearbook staff as possible should attend such workshops. Advisers can also find graduate level summer courses or evening courses available in various universities and colleges.

School Magazines

1. Since the diversity of type and purpose of school magazines is almost limitless, a high school should have several such publications.

2. For the journalism area there should be a news magazine (this substitutes for a newspaper in some schools), or a general magazine (this substitutes for a yearbook in some schools).

3. Literary magazines should be part of the English program, with magazine-like publications included in other academic areas. The journalism teacher can be helpful to these areas in technical matters.

4. Magazines should be published as infrequently as

once each year, but no more than three or four times yearly with the exception of the news magazine.

5. Magazines or anthologies which speak to the concern of a particular interest group should also be encouraged to bridge gaps in understanding and to afford opportunities for expression.

Other Publications

1. Other publications should include printed programs for athletic events and special school events, newsletters, student handbooks, guidebooks, and manuals.

2. Students have a constitutional right to publish publications (frequently called "underground" publications), not formally approved or authorized by the school.

    a. School authorities should not impose prior restraint or censorship upon such publications.

    b. School authorities may restrict distribution to certain times and places, such as before school, lunch period, or after school in areas that will not impede traffic flow or cause material and substantial disruption to school operations, however, school officials may not prohibit distribution of otherwise protected material.

Facilities and Materials

General

1. Facilities should include a student publications-journalism instructional area containing darkrooms, offices for teachers and advisers, large rooms for the newspaper and the yearbook staff, smaller rooms for other publications, a production room, telephones, one or two classrooms, desks, copy tables, layout tables, filing cabinets, bookcases, tables, typewriters, typesetting equipment, waxer and headline equipment for preparing camera-ready copy. In some cases an offset press and platemaking equipment might be desirable. This is particularly desirable if commercial printers or the industrial arts area cannot provide printing services at reasonable prices.

2. Abundant supplies of paper, glue, pencils, pica rulers, scissors, photographic film, printing paper, chemicals, style books, and general office supplies should be readily available.

3. Funds for audio-visual aids, magazines, newspapers, reference books, journalism publications, and journalism books should be made available. These and other helpful instructional materials should be located in the student publications-journalism instructional area since the use made of them would be quite different from usual library usage.

Newspapers

1. The student newspaper needs a large room with typewriters, file cabinets, several desks, and worktables.
2. The student newspaper needs a photographic darkroom sink, enlargers, safelights, and 120mm and 35mm cameras.
3. The student newspaper needs a large room with strike-on or photographic body type and headline typesetters, makeup and layout tables, and related materials if possible.
4. If nearby commercial facilities or the school's industrial arts department cannot provide prompt, economical printing services, the school newspaper will also need a small offset printing press and platemaker.
5. If the typesetting and printing facilities listed above are too expensive or not available, the school newspaper probably should be produced on mimeograph or similar quality duplicating equipment in order to assure frequent (weekly or bi-weekly) publication.
6. Since the teaching aspect is important, the journalism classroom should be near the student newspaper area.

Yearbooks

1. The school yearbook staff needs a large room with typewriters, file cabinets, desks, worktables, and layout tables for page design and perhaps layout.
2. The yearbook staff also needs a darkroom with standard darkroom sinks, enlargers, cameras, and so on.

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